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FORTY-FIRST
ANNUAL REPORT

OF THE

Clarke School for the Deaf,

AT

NORTHAMPTON, MASS.,

FOR THE

Year Ending August 31, 1908.

NORTHAMPTON, MASS.:
PRESS OF GAZETTE PRINTING CO.
1908.

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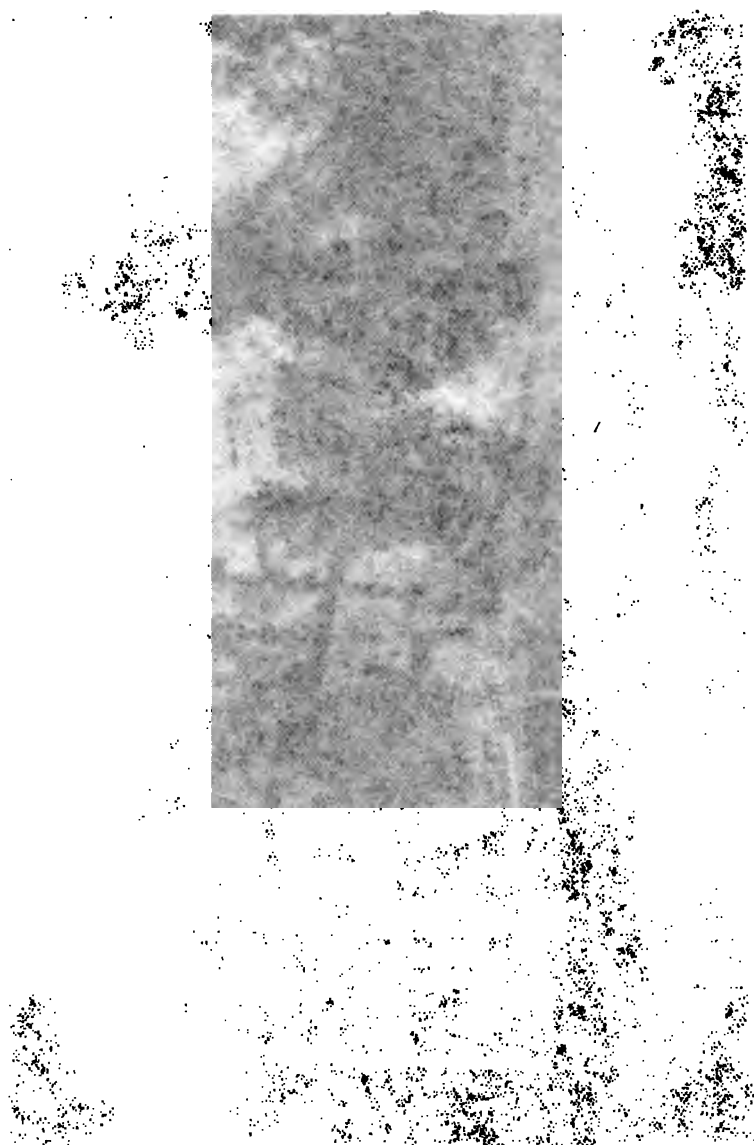


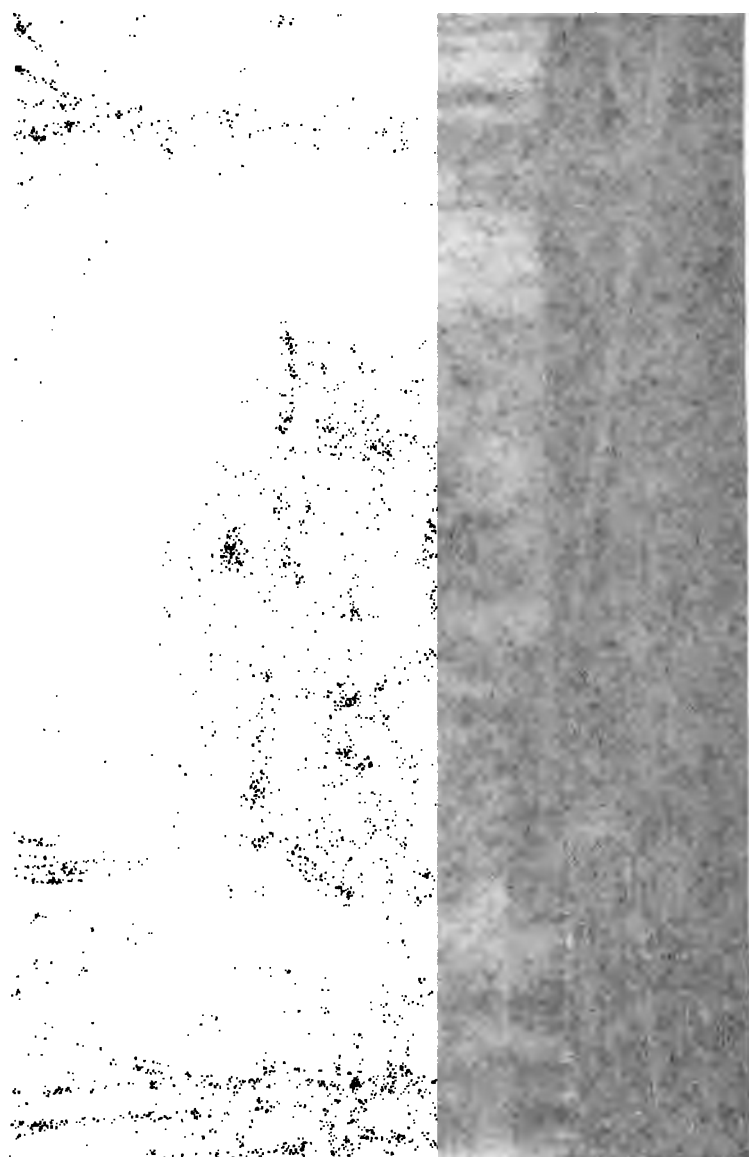


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FORTY-FIRST
ANNUAL REPORT
OF THE
Clarke School for the Deaf,
AT
NORTHAMPTON, MASS.,
FOR THE
Year Ending August 31, 1908.



NORTHAMPTON, MASS. :
PRESS OF GAZETTE PRINTING CO.
1908.

**AN ACT TO CHANGE THE NAME OF THE CLARKE INSTITUTION
FOR DEAF MUTES.**

Be it enacted, etc., as follows:

SECTION 1. The name of the corporation now known as the Clarke Institution for Deaf Mutes in the City of Northampton is hereby changed to the Clarke School for the Deaf.

SECTION 2. All devises, bequests, conveyances and gifts heretofore or hereafter made to said corporation by either of said names shall vest in the corporation of the Clarke School for the Deaf.

SECTION 3. This act shall take effect on its passage.

Approved February 12, 1896.

Officers and Corporators.

PRESIDENT.

FRANKLIN CARTER.

VICE-PRESIDENTS.

FRANK B. SANBORN.

WILLIAM P. STRICKLAND.

CLERK.

EDWARD B. NIMS, M. D.

TREASURER.

S. DWIGHT DRURY.

AUDITOR.

WILLIAM P. STRICKLAND.

CORPORATORS.

FRANK B. SANBORN, Concord.

WILLIAM P. STRICKLAND, Northampton.

FRANKLIN CARTER, Williamstown.

EDWARD B. NIMS, M. D., Springfield.

JOHN C. HAMMOND, Northampton.

LAURA D. GILL, New York.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

ALEXANDER GRAHAM BELL, Washington, D. C.

IRVING F. WOOD, Northampton.

WILLIS H. BUTLER, Northampton.

EXECUTIVE COMMITTEE.

IRVING F. WOOD, Chairman.

GEORGE F. MILLS,

EDWARD B. NIMS,

JOHN C. HAMMOND,

WILLIS H. BUTLER.

FINANCE COMMITTEE.

TIMOTHY G. SPAULDING, Chairman.

EDWARD B. NIMS.

IRVING F. WOOD.

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Approved February 12, 1886.

Officers and Corporators.

PRESIDENT.

FRANKLIN CARTER.

VICE-PRESIDENTS.

FRANK B. SANBORN.

WILLIAM P. STRICKLAND.

CLERK.

EDWARD B. NIMS, M. D.

TREASURER.

S. DWIGHT DRURY.

AUDITOR.

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JOHN C. HAMMOND, Northampton.

LAURA D. GILL, New York.

TIMOTHY G. SPAULDING, Northampton.

GEORGE F. MILLS, Amherst.

ALEXANDER GRAHAM BELL, Washington, D. C.

IRVING F. WOOD, Northampton.

WILLIS H. BUTLER, Northampton.

EXECUTIVE COMMITTEE.

IRVING F. WOOD, Chairman.

GEORGE F. MILLS,

EDWARD B. NIMS,

JOHN C. HAMMOND,

WILLIS H. BUTLER.

FINANCE COMMITTEE.

TIMOTHY G. SPAULDING, Chairman.

EDWARD B. NIMS.

IRVING F. WOOD.

Officers of the Clarke School

From its Organization to the Present Time.

JULY 15, 1867—OCTOBER 10, 1908.

PRESIDENTS.

	<i>Elected.</i>	<i>Retired.</i>
GARDINER GREENE HUBBARD,	1867	1877
F. B. SANBORN,	1878	1883
LEWIS J. DUDLEY,	1883	1896
FRANKLIN CARTER,	1896	

CORPORATORS BY ACT OF INCORPORATION.

	<i>Elect'd.</i>	<i>Ret'd.</i>		<i>Elect'd</i>	<i>Ret'd</i>
*OSMYN BAKER,	1867	1875	*THEODORE LYMAN,	1867	1868
*WILLIAM ALLEN,	1867	1891	*HORATIO G. KNIGHT,	1867	1895
*LEWIS J. DUDLEY,	1867	1896	*JOSEPH A. POND,	1867	1867
*JULIUS H. SEELYE,	1867	1887	WILLIAM CLAFLIN,	1867	1873
*GEORGE WALKER,	1867	1876	*JAMES B. CONGDON,	1867	1879
*GARDINER G. HUBBARD,	1867	1897	*THOMAS TALBOT,	1867	1835

CORPORATORS BY ELECTION.

*JOSEPH H. CONVERSE,	1868	1870	*FRANCIS H. DEWEY,	1886	1888
*JONATHAN H. BUTLER,	1868	1868	*FRANKLIN BONNEY,	1887	1906
F. B. SANBORN,	1868		*CHARLES MARSH,	1888	1891
*J. HUNTINGTON LYMAN,	1870	1877	*JAS. MADISON BARKER,	1889	1905
*SAMUEL A. FISKE,	1873	1884	JOHN B. CLARK,	1891	1896
*HENRY WATSON,	1875	1891	JOHN C. HAMMOND,	1892	
*CHARLES DELANO,	1877	1883	LAURA D. GILL,	1894	
EDWARD HITCHCOCK,	1877	1887	TIMOTHY G. SPAULDING,	1896	
JOHN D. LONG,	1880	1883	GEORGE F. MILLS,	1896	
WM. P. STRICKLAND,	1883		G. STANLEY HALL,	1896	1900
FRANKLIN CARTER,	1884		A. GRAHAM BELL,	1898	
EDWARD B. NIMS,	1885		IRVING F. WOOD,	1900	

TREASURERS.

*OSMYN BAKER,	1867	1869	S. DWIGHT DRURY,	1896
*LAFAYETTE MALBY,	1869	1896		

PRINCIPALS.

HARRIET B. ROGERS,	1867	1886	CAROLINE A. YALE,	1886
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ASSOCIATE PRINCIPALS.

CAROLINE A. YALE,	1873	1886	*ALICE E. WORCESTER,	1886	1889
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STEWARDS.

HENRY J. BARDWELL,	1870	1883	ROBERT B. WEIR,	1897
*FREEMAN C. CARVER,	1883	1897		

*Deceased.

Officers and Instructors, 1908-1909.

PRINCIPAL.

CAROLINE A. YALE.

GRAMMAR DEPARTMENT.

INSTRUCTORS.

CAROLINE S. DANIELS,	CHARLOTTE E. LEE,
RACHEL M. WILCOX,	CARLETON A. WHEELER,
MARY C. WHITNEY,	ELLA A. THOMPSON.
SUSANNE LATHROP, Teacher of Drawing.	
BESSIE S. LATHROP, Teacher of Wood Carving.	
GRACE G. BABSON, Teacher of Gymnastics.	

CLARA POSTELL, Matron.
SARAH R. HASKINS, Supervisor.
HARRIET S. HOLMES, Supervisor.

INTERMEDIATE DEPARTMENT.

INSTRUCTORS.

FRANCES W. GAWITH, Teacher in Charge.
ALICE M. FIELD, CORA L. BLAIR,
ABBY T. BAKER, J. EVELYN WILLOUGHBY,
CHARLOTTE E. DENISON.
LENA G. GARFIELD, Teacher of Sloyd.
MARY SMITH, Matron.
JESSIE I. PIERCE, Supervisor.
MARTHA M. BROWN, Supervisor.
MELITA HARRIS, Supervisor.

PRIMARY DEPARTMENT.

INSTRUCTORS.

BESSIE N. LEONARD, Teacher in Charge.
FANNIE McKEEN, ETHEL A. HUNT,
ELEANOR C. LEONARD, MABEL H. GRAY.
ADELINE E. PEASE, Matron.
LILLIAN L. FIELD, Supervisor. ADDIE I. WHIPPLE, Supervisor.
ESTELLA M. CHASE, Supervisor. ELLA HOUSTON, Supervisor.
ROBERT B. WEIR, Steward.
ETHELYN LEE, Principal's Clerk.
MARY A. BURCH, Substitute Teacher.
MARGARET N. MOFFATT, Supervisor.
WALLACE B. BLANDIN, Instructor in Cabinet Shop.
CHARLES H. DUNNING, Engineer.

Report for the Corporation.

To the State Board of Education :

GENTLEMEN :—The number of pupils enrolled in the Clarke School for the Deaf during the past year has been one hundred and fifty. Of these, one hundred and eight were supported by the State of Massachusetts, eleven by the State of Vermont, six by New Hampshire, and there were twenty-five paying pupils. The health of the school has been usually good and the work has been prosecuted with the ordinary success. Two pupils were graduated from the school in June.

The normal pupils numbered ten, and all of them have easily secured positions in good schools. Thus, for two or three years, the beneficent influence of this foundation has been widely extended and, if the normal training could be continued, would be strongly felt in time in every state in the Republic.

The subject which has been uppermost in the minds of the corporators since the American Association for the Promotion of Teaching of Speech to the Deaf asked the Clarke School to establish a class for the training of teachers in connection with its ordinary work, has been the need of enlarged facilities, especially for the class-room instruction of the school. The hope that individual benefactors would perceive our needs and come to our assistance has thus far been disappointed. Can the State which has profited so largely by our endowment and plant afford to allow the school to abandon the normal training or permit the

pupils and teachers in the school longer to suffer under the limitations which make the daily work difficult? The hundreds of thousands of dollars from the income of the fund and the interest on the plant during the last forty years devoted to the training of hundreds of pupils and scores of teachers for which no recompense has been received, constitute a standing and just claim on the gratitude of this Commonwealth. It is true that a few pupils from other states have each year been instructed and housed here at the same price as the wards of this State, but the great work of the school has been for the deaf children of Massachusetts who, to the number of one hundred for many years have been developed in our school. That we have had space, such as it is, for a few more pupils than those paid for by the State of Massachusetts and by their own families, and have admitted children from other states into this space at the price paid by Massachusetts pupils, does not in the least reduce the claim we have on official recognition and help from this Commonwealth. We are a Massachusetts school, founded by Massachusetts citizens, endowed by a Northampton benefactor, situated in the heart of this Commonwealth, directed by Massachusetts men, reporting to the Massachusetts Board of Education, and devoted primarily to the education of the unfortunate deaf children of Massachusetts. That the Clarke School has such renown that the authorities of other states send now and then pupils to be educated here is no reason why Massachusetts should ignore her debt to this school, but constitutes rather a new reason why this school should not be permitted to suffer for the need of any good thing. As well might it have been urged, when the legislators of this Commonwealth aided Williams College in its years of need, and later the Institute of Technology, that because pupils from other states paid no more for instruction in these institutions than pupils from Massachusetts, it would be absolutely unsuitable for the Commonwealth to give them aid. That it did render assistance to these Massachusetts schools of learning, and earlier to Havard, brought lasting

honor to the State. It may be soundly argued that the claim of the Clarke School for the help of the Commonwealth is to-day more reasonable than was the claim of either of these institutions at the time that aid was rendered. The Clarke School is everywhere recognized as holding a rank among oral schools for the deaf that could hardly have been claimed for Williams among colleges, nor for the Institute of Technology among scientific schools when they received aid from the State.

Furthermore, the lifting of a deaf child out of the solitude and depression that deafness involves into the joy of social fellowship and the power of efficient manhood and womanhood is a far greater achievement than the development of normal youths. The school that is thus transforming the most helpless and unfortunate of the children of this State into useful members of society may well ask that it may receive every facility for the prosecution of its work. Men used to dispute as to whether blindness or deafness is the greater handicap for life. There can be no longer doubt on this point. It is a sound assertion that "for the education and direction of thought and feeling the human being gains more by the afferent channel of the ear than by that of the eye." "Close the ear, therefore, of a child, and it remains more a mere animal than when any other avenue with the outer world is closed." The development of such children through gradual elevation by training into speech is the making of brain—"the organizing of brain centers to perform new functions and also the projection of new connecting fibers of association which will make nerve centers work together as they could not without being thus associated." Such a work as this requires the greatest labor and most prolonged exertion on the part of the teacher, but on the part of the pupil the most patient, intense, and persistent efforts of the will. That more than one hundred wards of this Commonwealth every year, and some of them for a consecutive period of ten years, put forth these efforts under the stimulus of the most patient of teachers and create their own brains, we

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might say make their minds, is an immense honor to all concerned. That any other institution in the State has as great a right to ask that the treasury of the Commonwealth should respond to its wants, is doubtful.

The executive building, so often referred to in this report, is an imperative necessity for the best health of these children and for their perfect training, and is also needed that the training school for teachers may not be removed from Massachusetts to some other State.

Indifference and apathy as to the needs of this school may be excused in persons not familiar with its history in relation to the Commonwealth, but if these facts of the past are once understood, the needs of the future ought certainly to be provided for. It is probable that few normally endowed men or women ever correctly estimate the loneliness and mental limitations of our deaf children or comprehend the immense change that power of speech when once attained makes in their social relations, but above all in their mental grasp and vision. The biography of Helen Keller is on this point most instructive. The contrast between what she was before her seventh year and what she is to-day is the contrast between an animal and a highly cultivated woman. There are, of course, few Helen Kellers, but there are not a few among the graduates of the Clarke School whose development of mind has been in the highest degree admirable, even wonderful, and whose heroic efforts of will entitle them to great honor. Is it not time that the State reached out its hand to those who are making these heroic efforts and to their self-effacing teachers, and did something more than partially pay for the tuition of the pupils by securing both to teachers and pupils better ventilation, more abundant lights, in ampler class-rooms, completer equipments, and an assembly room commensurate with the conditions of to-day? Why should the class that needs the largest help, because it has the most difficult obstacles to overcome, be neglected from year to year while normal children are in general supplied with the very finest arrangements? It is true that other institutions for defect-

ive children need help ; that if the Commonwealth should do for us what we believe it ought to do, other schools would probably come forward for similar assistance; but if ours is a deserving case, if it is just now the most deserving, why should not the State deal with other appeals as they arise and not ignore a claim, just and on every ground unassailable, because other claims may follow ? Is it true of any other school that for forty years the income of the fund, at first over \$200,000 and long since amounting to \$300,000, and the interest on the plant, worth at the least \$150,000, have been at the service of the wards of the State and that the State in paying for its pupils has had the advantage from the first of this income and interest, and that a sum which must amount to-day, at a low reckoning, to at least \$500,000, has been given in these forty years towards the proper care and maintenance of the wards of the State for which the school has received nothing in return ? And if this is true of no other school, have we not a pre-eminent claim ? Other pupils than those paid for by Massachusetts have also enjoyed these advantages, but probably fully three-fourths of the pupils we may say to-day, and annually, are the wards of the State, and three-fourths of \$500,000 is a sum quite worthy of recognition and return.

Furthermore, if the class of pupils whom we teach starts from a lower plane than any other class and is lifted to an equal, or almost equal height, ought not both they who teach and they who aspire, struggle and overcome, be the first to have every possible facility for their work ? We fully believe that personal guidance and patient and wise teaching is the first essential in this work, but having these elements in our tried and faithful teachers and supervisors, recognized all over the land as having them in an eminent degree, we ask only for a building with such rooms as shall enable teachers and pupils to secure the highest success and retain for Massachusetts the honor of the first school in the United States for training oral teachers of the deaf.

With the increasing cost of personal service and food-stuffs, with the readiness existing on the part of State in-

stitutions to entice our trained teachers away and the consequent necessity of raising salaries to keep up our standards, the expenses of the school are constantly growing greater. The deficit for the past year amounts to \$3661.72. The corporators think that the time has come when the State, whether aiding us in the matter of a building or not, should pay the entire cost for each pupil for instruction and keeping. That cost has been this year a little over \$400. If the State had paid this year that amount for each of its wards, our receipts from the treasury of the Commonwealth would have been nearly \$12,000 more than they were. What reason is there why this corporation, which has turned in for many years \$15,000 (it has averaged more than that amount), towards the training of Massachusetts pupils, should continue indefinitely to relieve the wealthy State of Massachusetts from paying the full cost of every pupil's maintenance and training. We would gladly accept, as at present, three-fourths of the annual cost as payment in full if we were able, but it is time now that for the constantly arising needs of the school there should be a margin of income which could be used to supply these needs. It is probable if the uniform rate of tuition were fixed at \$400, pupils from other states might be less numerous, but if it is just, as it surely is, that Massachusetts should pay us approximately what each pupil costs, it would certainly be right that other states should do the same. If the total number of pupils diminished somewhat, we should still have something of a remainder to meet constantly arising new expenses. If we had been able to reserve even half of the income of our fund for the last five years, we should have had the means of purchasing land greatly needed for the expansion of the school. If we could keep permanently so much of a margin above our annual expenses, we should in the future have a sense of security for the meeting of such exigencies as we have never yet enjoyed. But without large and prompt aid, far beyond any increase of income, this noble work will continue to suffer for the lack of adequate rooms for its pupils and must, for

that reason, surrender the honor of conducting the first normal school established in this country for the training of oral teachers of the deaf.

Will the State of Massachusetts permit this condition to remain unremedied ?

The corporation gratefully acknowledge a legacy of \$2000 from the late Miss Augusta Wells of Hatfield. Such a gift brings the assurance that there are hearts keenly alive to the limitations and needs of our pupils and minds not insensible to the great work done in our school. All of which is respectfully submitted for the Corporation.

FRANKLIN CARTER.

BALANCE SHEET OF THE CLARKE SCHOOL FOR THE DEAF

AUGUST 31, 1908.

ASSETS.

Real Estate,	\$150,000 00
Furniture,	5,000 00
Stock and Bond Account Schedule A,	186,374 42
Mortgage Notes, " B,	52,000 00
Cash,	85 11
	<hr/> \$393,409 53

LIABILITIES.

Permanent Funds: Clarke,	\$306,000 00
Billings,	2,000 00
Lippitt,	1,500 00
Street,	1,000 00
Green,	500 00
	\$311,000 00
Profit and Loss,	73,809 53
Bills Payable,	8,600 00
	<hr/> \$393,409 53

RECEIPTS.

Income from Funds,	\$14,424 42
Massachusetts Pupils,	31,400 00
Vermont " "	3,007 50
New Hampshire, " "	1,620 00
Private Pupils,	6,723 92
Investments, .	9,700 00
Loans,	36,150 00
From Normal Account,	1,723 90
	<hr/> \$104,749 74

EXPENDITURES.

Salaries and Wages,	\$26,356 19
Groceries and Provisions,	19,685 02
Fuel and Light,	6,337 53
Repairs and Furnishings,	5,434 06
Cabinet Shop,	304 06
Miscellaneous,	3,155 60
	<hr/> \$61,272 46

FORTY-FIRST ANNUAL REPORT

15

Insurance,	\$427 50	
Corporation Expenses,	32 08	
Lippitt Prizes,	50 00	
	<hr/>	\$509 58
Deficit Brought Forward,	\$ 408 17	
Investments,	9,000 00	
Temporary Loans,	32,050 00	
Interest on Loans,	779 42	
	<hr/>	\$42,232 59
		<hr/>
		\$104,014 63
Balance of cash belonging to Investments account,	\$700 00	
“ “ “ Current	35 11	
	<hr/>	\$104,749 74

NORMAL DEPARTMENT.

Dr.

Tuition of Students paid by American Association to Promote the Teaching of Speech to the Deaf,	\$1,500 00	
Board paid by Students,	2,000 00	
	<hr/>	\$3,500 00

Cr.

By Salaries and Wages,	\$1,706 10	
Itemized Bills,	70 00	
Paid to Account General Expenses of the School for board of Students,	1,723 90	
	<hr/>	\$3,500 00

Principal's Report

To the Board of Corporators of the Clarke School for the Deaf:

GENTLEMEN:—The following brief report is submitted for the year closing August 31st, 1908, the forty-first in the history of the school. The number of pupils enrolled was one hundred and fifty. Of these forty-nine were in the Grammar Department; fifty-six were in the Intermediate Department, and forty-five were in the Primary. Of the whole number one hundred and eight were admitted on warrants issued by the Massachusetts Board of Education; eleven were sent here at the expense of the State of Vermont and six by New Hampshire. The remaining twenty-five were here at the expense of their friends. Of these last one was from New Hampshire; four from New York; one from New Jersey; four from Ohio; three from Maryland; one from Pennsylvania; two from Indiana; one from Michigan; two from Colorado; one from Arizona; three from California; one from Canada, and one from Mexico.

The following facts may be of interest to those considering the scientific aspect of our work. Of the one hundred and fifty pupils in the school during the past year, one hundred and sixteen became deaf at or before three years of age. The records of the school—based on the statements of the parents—show not quite thirty per cent. of the whole number born deaf; a very small per cent. as made deaf by illness or accident during the first year of the child's

life; but from that age to three years a considerably large percentage. It is our growing conviction that of the children reported as born deaf probably not a few became so during infancy from illness or accident, for it can hardly be doubted that an illness of the same character and violence would be much more likely to cause deafness in a child of two months than in one of eighteen months, but because at that early age it is often so difficult to locate or estimate the harm done, the child is often supposed never to have heard and is so reported, or is reported as becoming deaf near the age at which he would naturally begin to speak. Although this opinion does not affect the course of instruction to be pursued with the child, it is a matter of interest to parents and physicians. Of the whole number of pupils in the school twenty-six per cent. retained a sufficient amount of hearing to be of practical use in helping to make speech more distinct and tone more natural.

The general course of study varied but little from that of previous years. An interesting experiment was carried on for some weeks with older pupils who had an appreciable amount of hearing. An acousticon of the style used in churches was secured, with connections for five pupils, and daily exercise was thus given to the hearing of a considerable number. At the end of a month Aylsworth's Vibratory tube and a common pasteboard picture roll were used with these same pupils for a part of the time each day in order to ascertain, if possible, the comparative value of the three as aids to hearing. The result of the experiment was that the simple pasteboard roll (which we have used for some years at the suggestion of Dr. Clarence J. Blake of Boston) proved quite as effective in many cases as either of the other appliances, while with a few, the vibratory tube was most satisfactory. We have no doubt that for many of the so-called "hard-of-hearing" the acousticon is helpful, but we failed to secure from it, in behalf of our pupils, the aid for which we had most earnestly hoped.

The industrial work of the school deserves fuller recognition than we have sometimes given it. The boys of the

Intermediate grades have from three to five hours per week in the sloyd room under a thoroughly well qualified teacher. The upper primary grades have two hours under the same instruction. A large amount of excellent work is done, and skill of hand and habits of exactness, perseverance and orderliness are formed. At the Christmas vacation, and at the close of the year, each boy is allowed to take home with him all the articles he has made. On entering the Grammar School the boys leave the sloyd room and begin work in the Cabinet Shop where they receive instruction ten hours per week. The tables, bookcases, desks, chiffoniers, sideboards and clock-cases made by the boys in ash, oak, cherry and mahogany are most creditable pieces of work. In most instances, the boy who makes such an article takes it home, paying only for the cost of material used. This adds greatly to the zest with which the work is done and, consequently, to the amount of real gain to the individual boy. A lesson each week is given in wood-carving by a special teacher and the pieces of carving become parts of articles made in the Cabinet Shop. The girls of the Grammar Department share in the instruction in wood-carving and are also taught sewing and cooking.

The gymnasium work occupies for the older girls not less than three hours a week, while the older boys have additional time for basketball, bowling and athletic exercises. The Intermediate classes have from two to three hours per week, while in the Primary a short daily exercise is given each class in its school-room by the gymnasium instructor.

On June tenth Graduation Exercises took place in the Gilmore Gymnasium at which Dr. Alexander Graham Bell gave an inspiring address. Miss Harriet Rogers, the former principal of the school, was also present and spoke briefly but impressively of the early work of the school and of those then interested in it. Clifford Adams Brown of Chesham, New Hampshire and James William Denver Williams of Wilmington, Ohio, were graduated and ten

students from the Normal Department also received their diplomas on the same day: Sophia Kindrick Alcorn, Stanford, Ky.; Josephine Avondino, Texarkana, Tex.; Mary Allison Burch, Stanford, Ky.; Angie Cooke Kinnaird, Lancaster, Ky.; Mildred Lloyd, Chilton, Wis.; Mabelle Hilda Mallory, Clarington, O.; Susie Parker Palmer, Westbrook, Me.; Lilian D. Rhoads, Newark, O.; Martha Stouffer, Sharpsburg, Md. and Mary Matilda Whitney, Clifton Springs, N. Y.

Clifford Brown has entered the High School in Keene, N. H., and Denver Williams is taking a year of post-graduate work in our own school. It will interest you to know that the young women graduated at this time from the Normal Department are now engaged in school work in Connecticut; North Carolina; Georgia; Louisiana; Rhode Island; Ohio and Oregon, and one remains in our own school.

During the little more than twenty years of its existence there have been graduated from our Normal Class one hundred thirteen students. Of these forty have taught for a longer or shorter period in our own school. Of the whole number twenty have married; eight have gone out of the work because of ill health or for other reasons and two have died. There are few states in the Union in which one or more of them have not taught and sixteen have eventually held some supervisory position, either that of principal of a school or teacher-in-charge of a department in one of the larger schools.

At the close of the year Miss Ruth Witter, who had been connected with the school for many years, severed her connection with it. In recent years her special work has been the correction and improvement of speech in our Grammar Department. No branch of the work in our school demands more enthusiasm, skill and experience than this and we have reason for profound regret for the loss sustained in Miss Witter's going. The best wishes of all her friends here and of scores of pupils whom she has taught will follow her. Miss Georgia Field, who sub-

stituted in the Grammar Department during the year, left at its close. Miss Charlotte Lee takes up the work of that department in Geography and Natural Sciences, while Mr. Wheeler takes the subjects of History, Civics and English with the two upper classes. No other changes are made in that Department and none in the Primary. In the Intermediate Department, Miss Charlotte Haeseler, who had taken the place of substitute teacher for the year, left to accept a position in the Mt. Airy School. Her place is to be filled by Miss Mary Allison Burch, a member of the last Normal Class.

During the summer Miss Mary Eddy, matron in Rogers Hall, was taken seriously ill. As, much to our regret, there seemed no hope that she could resume her work for some time, Miss Clara Postel, who has been connected with the school for two years, was engaged to substitute for Miss Eddy and Miss Margaret N. Moffatt was engaged for the vacancy so made.

Three of the students graduating in 1907—Fannie Bass, Alice Manning and Glenn Smith—have passed a successful year of study in high schools.

Two weeks before the close of the year in June, the Summer Normal Class began its work. There were twenty-one members present, representing twelve different states. All had had more or less experience in teaching the deaf and came prepared for earnest work. The presence of some who had had long and successful experience in teaching added greatly to the interest of the class, but impressed upon us afresh the demand for more advanced work than is possible in a class of such varying knowledge and experience. Advanced work in phonetics and ear-training carried on through Visible Speech would be of great interest and value to such students. The time must soon come when a Summer School will offer at least two courses of study, one for those who have had but little experience in teaching and another for those who have studied more fully and have practiced longer.

It must be a matter of great regret to all friends of the school that insufficient space for classrooms, for library, museum and laboratory purposes should continue to embarrass and lessen the effectiveness of the work which this Board has always forwarded by all means within its power and which faithful, earnest workers in the school are striving to accomplish.

Respectfully submitted,
CAROLINE A. YALE.

Oct. 14, 1908.

Courses of Study.

Primary Department.

Exercises for the Cultivation of Sight and Touch.

Speech.

Writing.

English.

Nature Work.

Sloyd.

Intermediate Department.

English.

Speech.

Nature Work.

Arithmetic.

Geography.

United States History Stories.

Drawing.

Sloyd.

Grammar Department.

English.

Speech.

Arithmetic.

Geography.

History of the United States.

General History.

Civil Government.

English Literature.

Physiology.

Zoölogy.

Physics.

Chemistry.

Drawing.

Wood Carving.

Cabinet Making.

Cooking.

Sewing.

Catalogue of Pupils.

Alway, Grace M.	Lowell
Anderson, Frederick J.	Worcester
Andrews, Madeline A.	Springfield
Barr, Preston	Lee
Bassett, Thatcher N.	New Bedford
Beaton, Austin Albert	Cabot, Vt.
Belanger, Alfred	Holyoke
Bergan, Jerome Frederick	Northampton
Berry, William R.	Woburn
Blacklidge, Herbert H.	Anderson, Ind.
Blaikie, Arthur M.	Ontario, California
Blair, George	Holyoke
Blessing, Harriet O.	Pittsfield
Bodware, Florence O.	Bellows Falls, Vt.
Bosley, Joseph	Bellows Falls, Vt.
Bowman, Nadine	Boston
Bromley, Emily S.	New Bedford
Brogden, John R.	New Bedford
Brogden, Mary S.	New Bedford
Brown, Clifford A.	Chesham, N. H.
Brown, Corrinne E.	Peabody
Brown, Raymond L.	Ware
Bugbee, Frederick R.	Spencer
Chanler, Beatrice M.	Geneseo, N. Y.
Clarke, W. Waverree	Waltham
Collett, Benjamin S.	Hyde Park, Vt.
Conway, Warren G.	Somerville
Coon, James B.	Boston

Coy, Bertha M.	Greenfield
Crain, James E.	Leominster
Crosby, Walston C.	Springfield, Vt.
Cunningham, Jessie V.	Brockton
Dacier, Mary Bernadette	Webster
Daggett, Harold C.	Boston
Davis, Lillian I.	Norton
Davis, O. Ai.	Worcester
Dexter, Clarence M.	Springfield
Doane, Howard B.	Northfield
Dow, Bernice M.	Manchester, N. H.
Dremin, Max	Springfield
Eaton, Grace E.	Haverhill
Evans, Clara B.	Winchendon
Faucher, M. Pearl	Worcester
Finn, Harold T.	Easthampton
Fitzgerald, William	Roslindale
Flint, Marion G.	Northampton
Franke, Austin	Detroit, Mich.
Frederickson, Truman	Gloucester
Fuller, Margurite	Manchester, N. H.
Fuller, Raymond E.	North Adams
Gamache, Beatrice	Ludlow
Gillies, Gladys S.	Newton
Gordon, Henry	New Bedford
Greenlaw, Claude I.	South Framingham
Guether, Reynolds	Colorado Springs Col.
Guiffre, Ignazio	Northampton
Gwozdzik, Antony	Hadley
Harrington, Jessie I.	South Lincoln
Harris, Esther E.	Quincy
Hayden, William C.	Boston
Hennesy, Margaret	Utica, N. Y.
Hinchey, Edward	Westfield
Hinchey, Mary	Westfield
Hinchey, Thomas	Westfield
Holmberg, Alfred S.	Brockton
Hudson, Elvira O. S.	Ludlow

Hudson, Philip O.	Worcester
Hudson, Warren J.	Worcester
Huntley, Leila M.	Boston
Hutchins, Scott P.	Boston
Joncas, Leo	Lowell
Joron, Eda	Pittsfield
Kaloski, Thomas	Northampton
Kimball, Helen G.	North Ferrisburg, Vt.
Knowles, Grace E.	North Amherst
Lamereaux, Henry	Northampton
Lane, Dorothy	Cleveland, Ohio
Lanigan, Grace L.	Webster
Lariviere, Arthur	Holyoke
Larochelle, Denah	Northampton
Ledoux, Willis	Chicopee
Lee, Alice Stephana	Boston
Lendall, Maud L.	South Essex
Lincoln, Mary Elizabeth	Russell
Luce, Richard	Nashua, N. H.
Lynch, Harry	Pittsburg, Pa.
Lyons, Julia C.	North Brookfield
Marcoulier, R. Park	Westfield
Martyn, Hazel R.	Plainfield, Vt.
Matthews, Beatrice	New Bedford
McCabe, Avis	Binghampton, N. Y.
McCord, Colin C.	Lowell
Melick, Erle W.	Williams, Arizona
Milne, Helen Pauline	Springfield
Moody, Laurence F.	Worcester
Mueller, Arnold	Elyria, Ohio
Nelson, Edith	Wakefield
Nelson, Elizabeth M.	Worcester
Nelson, William B.	Portsmouth, N. H.
Newcomb, W. Owen	Franklin
Oiesen, Asta	Baltimore, Md.
Oiesen, Mamie	Baltimore, Md.
O'Neill Mary G.	Springfield
Opromollo, Cassie M.	Somerset

Piper, John M.	Chester, Vt.
Porter, Zylpha M.	Marshfield, Vt.
Pouliot, Wilfred A.	Lowell
Prigge, Flora L.	Sutton
Proulx, Henry V.	Holyoke
Rae, Robert	Springfield
Rau, Albert E.	Turners Falls
Ray, Clara L.	Everett
Reed, Mildred A.	Shrewsbury
Remillard, Armand	New Bedford
Richmond, Samuel	Manchester, N. H.
Risberg, Andrew G. M.	Campello
Rock, Raymond A.	Springfield
Rogers, Edith B.	Lowell
Russo, James V.	Boston
Ryan, Evangeline	Haverhill
Schiff, Stanley	New York, N. Y.
Scribner, Fred W.	Amesbury
Shores, Sadie E.	Amherst
Simpson, Edna M.	Manchester, N. H.
Smith, C. Virginia	Northampton
Smith, Earle	Merrick
Smith, Mary G.	Golden, Col.
Snyder, Beatrice	Holyoke
Symci, Joseph	Northampton
Syriac, Flora	Ludlow
Talpa, John	Holyoke
Talpa, Valentine	Holyoke
Therien, Frederick A.	New Bedford
Thompson, Chandler	Fort Wayne, Ind.
Thorne, Mona	Montreal, Quebec
Trainor, Richard F.	Pittsfield
Tripp, Ralph E.	Charleston, Vt.
Waddell, Donald E.	Los Angeles, Cal.
Waddell, Paul B.	Los Angeles, Cal.
Walker, Carlotta	Malden
Ware, Stephen C.	Milton
Weinberg, Joseph	Chelsea

Welsh, Richard S.
 Wesselius, Marie
 Wetmore, Florence
 Willett, George
 Williams, Denver
 Wood, Frances
 Wreaks, C. Fitzwilliam
 Wright, F. Grace

Sudbury
 Grand Rapids, Mich.
 Wollaston
 Adams
 Wilmington, Ohio
 Baltimore, Md.
 Elizabeth, N. J.
 Milford

CLARKE SCHOOL CALENDAR.

1908-1909.

School Year begins . . . Tuesday, Sept. 22

Christmas Recess.

Pupils leave, . . . Wednesday, Dec. 23

Pupils return, . . . Monday, Jan. 4

Second Term begins, . . . Monday, Feb. 8

School Year ends, . . . Friday, June 25

No school on Thanksgiving Day, Good Friday, and the Monday after Easter.

(Pupils return after summer vacation on third Monday in September, 1909.)

Terms of Admission.

The Clarke School is located in the city of Northampton, its buildings occupying the highest part of Round Hill overlooking the city.

The school, at the time of its establishment in 1867, was endowed by John Clarke, a generous hearted citizen of this city. The present site was bought soon after and the buildings were erected. The entire income of the endowment is used to carry on the work of the school.

It is the purpose of this school to provide instruction for girls and boys who, because of total or partial deafness, are unable to profit by the instruction given in schools for hearing children. The Board of Education of the State of Massachusetts will, on application from the parents of any deaf child, arrange with the authorities of the school for the child's board and tuition at the expense of the State. By this arrangement parents are required only to clothe the child and pay incidental expenses. The same is true for other New England States not having schools for the deaf. In Vermont and New Hampshire application should be made to the Governor of the State.

Pupils are seldom admitted under five years of age and more frequently at six or seven. There is no fixed limit to the length of time for which a pupil may be retained. The State of Massachusetts issues a warrant in behalf of a child to cover its support for a term of ten years, but in the case of promising pupils this term may be extended

beyond that time. The exact number of years required to complete the course of study cannot be stated as the age and attainments of entering pupils vary so greatly.

The charge for paying pupils is four hundred dollars for board and tuition; for tuition alone one hundred and fifty dollars. Payments are required in advance in September and February.

The school is divided into three distinct departments: The Primary occupying Dudley Hall; the Intermediate occupying Baker Hall; and the Grammar School occupying Rogers Hall and Clarke Hall. Each department constitutes a distinct family and school.

The course of instruction, given elsewhere, is intended to fit boys and girls for entrance to the High School. It is not however expected that all graduates will attempt this, but if it seems advisable for any to pursue a farther course of study after graduating here, they may hope to do so at their own homes in the public High Schools.

The method of instruction employed is that known as the Oral Method, under which speech and speech-reading are the medium of instruction. Effort is made to develop the moral and social side of the child's nature, and a carefully selected library fosters the habit of reading. Sewing, cooking, wood-carving and light housework are taught the girls, while the boys are taught sloyd, wood-carving and cabinet work. The Gilmore Gymnasium, the beautiful gift of the grandparents of one of the former pupils of the school, furnishes ample means for the physical training of all pupils.

The school reassembles after the summer vacation on the *Third Monday of September*. School work begins on the following morning. There are forty weeks in the school year with a summer vacation of twelve weeks. At the Holidays there is a recess of a few days which the pupils may spend at home. *See Calendar.*

All applications for admission for the succeeding year should be made before the end of June. A small sum of money, not less than five dollars, should be deposited with

the Principal at the beginning of the year in September and an equal amount at the middle of the year in February for incidental expenses. Every article of clothing should be marked with the child's full name and a list of the same sent in the pupils trunk.

Applications and letters for information should be addressed to Miss Caroline A. Yale, Principal. All payments for board and tuition should be made to the Treasurer, S. Dwight Drury, Northampton.

Normal Class for Teachers of the Deaf Under the Oral Method.

In 1892, the American Association to Promote the Teaching of Speech to the Deaf, passed the following resolutions :

"Whereas, statistics show that the training schools for teachers of the deaf at present existing in America, do not supply a sufficient number of trained teachers of articulation to meet the demand, and,

Whereas, the Clarke Institution of Northampton, Mass., has had for years a training class for the teachers of her own school ;

Be it resolved, That the Trustees of the Clarke Institution be requested to enlarge their training class so as to supply teachers for other schools ; and

Resolved, That the officers of this Association transmit these resolutions to the Trustees of the Clarke Institution."

This request was, with some hesitation, acceded to and since that time a small number of students have each year pursued the course of study and practice in this class and have been awarded its diploma.

In March, 1906, the Association asked that this normal class be still farther enlarged and offered to assist in defraying the expenses of such enlargement by an annual payment to the school from the income of the Alexander Melville Bell Memorial Fund. The Board of Corporators of the school agreed to make the experiment, admitting from eight to ten student teachers at the opening of the following year.

The work of this class continues throughout the ten months of the school year and consists of courses of study and reading; of observation of schoolroom work; and of teaching under direction. The subjects studied are:—preparatory sense training; mental development and methods of language teaching; formation and development of elementary English sounds; Visible Speech; anatomy and physiology of the vocal organs; voice training; aural training; speech reading; adaptation of methods of teaching arithmetic, geography, history, etc.; and the history of the education of the deaf. A course of lessons in blackboard drawing is also offered.

An entrance examination in the common English branches is required. This examination may be taken at the school any time before the middle of June. Applicants residing at a distance may have the papers sent to a local superintendent of schools or other responsible person under whose supervision the examination may be written and by whom papers may be forwarded to us.

Under the present affiliation of the School and the American Association to Promote the Teaching of Speech to the Deaf, all certificates awarded on the completion of this normal course bear the endorsement of both the School and the Association.

The charge to each normal student is two hundred dollars—one-half to be paid at the opening of the school year in September and the remainder at the middle of the year.

School work begins on the Tuesday following the third Monday of September and continues forty weeks. A few days' recess from school work is taken at the Holidays. *See Calendar.*

Persons wishing to become members of this class should make early application.

Letters of inquiry may be addressed to

CAROLINE A. YALE,

Clarke School,

Northampton, Mass.

Massachusetts Law in Regard to the Education of the Deaf.

[Revised Laws. Chap. 89.]

EDUCATION OF THE DEAF AND BLIND.

SECTION 19. The governor may, upon the request of the parents or guardians and with the approval of the board, send such deaf persons as he considers proper subjects for education, for a term not exceeding ten years, but, upon like request and with like approval he may continue for a longer term the instruction of meritorious pupils recommended by the principal or other chief officer of the school of which they are members, to the American School, at Hartford, for the Deaf, in the State of Connecticut, to the Clarke School for the Deaf at Northampton, to the Horace Mann School at Boston, or to any other school for the deaf in the commonwealth, as the parents or guardians may prefer; and with the approval of the board he may, at the expense of the commonwealth, make such provision for the care and education of children who are both deaf and blind as he may deem expedient. No distinction shall be made on account of the wealth or poverty of such children or their parents. No such pupil shall be withdrawn from such institutions or schools except with the consent of the authorities thereof or of the governor; and the expenses of the instruction and support of such pupils in such institutions or schools, including their necessary traveling expenses, whether daily or otherwise, shall be paid by the commonwealth; but the parents or guardians of such children may pay the whole or any part of such expenses.

SEC. 20. The board shall direct and supervise the education of all such pupils, and shall state in its annual report the number of pupils so instructed, the cost of their instruction and support, the manner in which the money appropriated by the commonwealth therefor has been expended and such other information as it considers important.

